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ABSTRACT

In spring 1982, a statewide survey of students who entered Maryland community colleges for the first time in fall 1978 was conducted to evaluate the colleges' success in assisting students in goal achievement. Data were obtained from college records and from questionnaires mailed to 17,642 students, soliciting information on goals, goal achievement, employment, transfer, and student satisfaction. Study findings, based on a 37% response rate, included the following: (1) 76% of those students wishing to transfer had achieved their goal; (2) 74% of those enrolled in occupational programs were employed; (3) 95% expressed satisfaction with their program and 97% expressed satisfaction with the overall quality of their college; (4) 31% stated that their primary reason for attending college had been for transfer, and 32% indicated they attended college primarily to prepare for immediate entry into a career or to update skills for a job; (5) primary reasons non-graduates gave for not returning to college were scheduling conflicts (19%), goal achievement (18%), personal reasons (15%), or transfer (15%); and (6) 38% of those who attended college to obtain an associate degree achieved this goal. The study concluded that a continuing gap between minority and non-minority achievement requires college efforts to improve minority achievement, and the increased diversity of the student population requires college flexibility. The study questionnaire is appended. (LL)

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# FOUR YEARS LATER

## FOLLOW-UP OF 1978 ENTRANTS

## MARYLAND COMMUNITY COLLEGES

Daniel McConochie

Maryland State Board for Community Colleges
The Jeffrey Building • Annapolis, Maryland 21401

September 1983

VC 830 449

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FOUR YEARS LATER

FOLLOW-UP OF 1978 ENTRANTS

MARYLAND COMMUNITY COLLEGES

## Abstract

Maryland's community colleges conduct extensive follow-up studies of their students to help evaluate college instructional programs. These studies are also used to evaluate the extent to which the colleges assist students in achieving their educational goals, their career development, their opportunities for employment, and their preparation for transfer. Past studies have included follow-up surveys of graduates and their employers, students who entered a community college but who did not necessarily graduate, the transfer success of students at four-year public colleges, and the evaluation of occupational programs by graduates and their employers.

This study reports the Statewide results of a survey of all students entering Maryland community colleges for the first time in Fall 1978. Questionnaires were mailed four years later in Spring 1982. The adjusted Statewide response rate was 37 percent. Analyses for each school have been conducted and are available at each campus for faculty and others interested in the follow-up results. The results of the Statewide data analyses are examined in this report and compared with responses from past surveys where appropriate.

The major Statewide findings include: (a) 76 percent of those whose primary reason for attending a community college was to prepare for transfer had achieved that goal between 1978 and 1982; (b) 74 percent of the students who had enrolled in occupational programs were employed four years later; (c) 95 percent expressed satisfaction with their program; and (d) 97 percent of the students expressed satisfaction with the overall quality of the college. Thirty-one percent of the students reported that their primary reason for attending the college was to prepare for transfer to a senior college or university. Thirty-two percent reported their primary reason for attending the college had been to prepare for immediate entry into a career or to update skills for a job. The remaining students reported that their primary reason for attendance was for self-interest and enrichment (19 percent), to explore a new area (16 percent), or "other" (3 percent). The primary reasons nongraduates gave for not returning to the college were scheduling conflicts between job and studies (19 percent), educational goal achieved (18 percent), personal or marriage reasons (15 percent), or transferred before graduating (15 percent). Thirty-eight percent of the entrants with an AA goal had received a degree within four years after entering the college. Achievement of this AA goal was up from 35 percent among the 1976 entrants.

## PREFACE

This report presents the results and implications of the eighth Statewide student follow-up study, a joint project of the State Board for Community Colleges and the Maryland Community College Research Group. The study summarizes the results of a 1982 survey of students who entered community college for the first time in Fall 1978. This study is a replication of earlier studies of entrants in 1970, 1971, 1972, 1974, and 1976 (Hurley, 1974; Hurley 1975; Tschechtelin, 1976; Tschechtelin, 1980; McConochie, 1981). The current report includes comparisons with the 1974 and 1976 entrant studies where appropriate.

Although primary credit for this study goes to Dan McConochie, the study could not have been completed without the cooperation and assistance of the follow-up study coordinators of each community college. Their help with the research design and data collection is gratefully acknowledged.

Participation by the State Board for Community Colleges is supported in part by a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

James D. Tschechtelin
Executive Director

CONTENTS


| | Page |
|---|---|
| ABSTRACT | vii |
| PREFACE | ix |
| PURPOSE | 1 |
| BACKGROUND | 1 |
| METHOD | 1 |
| RESULTS | 5 |
| CAREER DEVELOPMENT | 14 |
| TRANSFER | 18 |
| SATISFACTION WITH INSTRUCTION AND COLLEGE | 23 |
| SUMMARY | 25 |
| IMPLICATIONS | 27 |
| APPENDIX A - QUESTIONNAIRE | 29 |

# FOLLOW-UP OF 1978 ENTRANTS

# MARYLAND COMMUNITY COLLEGES

## PURPOSE

In 1982, each Maryland community college conducted a survey of all students who had first entered their college in 1978. This survey, conducted four years after the students entered the community college, provides data for all students, including those who attended the college for one or two courses and those who completed their program and were awarded a formal degree. The study helps Maryland community colleges to understand the goals and aspirations of all their students and helps evaluate the extent to which the college has assisted both students who have graduated and those who have not earned a degree in achieving their goals.

## BACKGROUND

Statewide follow-up surveys, such as this, have been conducted in Maryland community colleges since 1971. Current and routine feedback from students has helped each college to strengthen programs and services for students and to plan for the future. These surveys have helped provide current information on employment and transfer success and the level of student satisfaction with program availability, instruction, location, and services.

The discussion and reports generated by Statewide and campus follow-up studies of students are necessary tools in understanding why students attend community colleges, how they evaluate their programs and the colleges, and how the colleges can help students accomplish their individual goals.

In addition, data from these surveys are important elements in the program evaluation system utilized by the State Board for Community Colleges, in each college's ongoing self-examination, and in periodic accreditation studies.

## METHOD

### Study Population

The study population was defined as all persons who were first-time credit students enrolled in a degree program in a Maryland community college during Fall 1978. This population of 32,929 students included all students taking credit courses in occupational, transfer, and undeclared degree programs. Table 1 shows that this group included 13,545 full-time students and 19,384 part-time students.

Table I

FIRST-TIME CREDIT STUDENTS
FALL 1978

| College | Full-time | Part-time | Total |
|---|---|---|---|
| TOTAL | 13,545 | 19,384 | 32,929 |
| Allegany | 949 | 429 | 1,378 |
| Anne Arundel | 1,736 | 3,153 | 4,889 |
| Baltimore | 1,013 | 1,061 | 2,074 |
| Catonsville | 931 | 2,208 | 3,139 |
| Cecil | 97 | 284 | 381 |
| Charles | 446 | 779 | 1,225 |
| Chesapeake | 179 | 326 | 505 |
| Dundalk | 190 | 467 | 657 |
| Essex | 1,041 | 1,561 | 2,602 |
| Frederick | 433 | 349 | 782 |
| Garrett | 142 | 112 | 254 |
| Hagerstown | 369 | 647 | 1,016 |
| Harford | 685 | 788 | 1,473 |
| Howard | 194 | 398 | 592 |
| Montgomery | 2,303 | 2,658 | 4,961 |
| Prince George's | 2,737 | 3,975 | 6,712 |
| Wor-Wic Tech | 100 | 189 | 289 |

Sampling Procedure

Each college used student records to develop a master list of its study population (all first-time entrants in Fall 1978). All colleges were given the option of selecting a random sample of their study population to survey. Most of the small colleges chose not to sample and several of the larger colleges also did not sample. For purposes of Statewide analyses, the responses of students from colleges that sampled were weighted to their original proportion of the State survey population.

Data Collection and Procedures

The questionnaire was developed by the Maryland Community College Research Group and included questions on goals and goal achievement, employment, transfer, and student satisfaction. The questionnaire is included as Appendix A.

In addition to the student responses to the questionnaires, the following information on each student was supplied directly from college records: program of study when student graduated or was last enrolled at the college, credit hours earned at the college, highest degree earned at the college, overall grade point average, current enrollment status, sex, year of birth, race, and the academic goal and reason for attendance that the student gave when first registering for classes in Fall 1978.

The State Board for Community Colleges printed the questionnaires and distributed them to each college for mailing. Each college used student records to produce mailing labels and a master list of its study population. The questionnaires were mailed to the students by the colleges with an accompanying cover letter from a college administrator.

The first packets, consisting of the cover letter, questionnaire, and a preaddressed, prepaid return envelope, were mailed in February 1982, approximately three and one-half years after these students first entered the college in Fall 1978. At two-week intervals, second and third mailings were made to nonrespondents.

The questionnaires were returned to the colleges where the additional college-provided data were added. The questionnaires were then returned to the State Board for Community Colleges where the data were entered into a computer file and analyzed. Each community college was provided the results for their college and the systemwide aggregate results. The original questionnaires were returned to the colleges.

## Response Rate

Among the 17,462 students who comprised the sample and who were mailed questionnaires, 5,123 returned usable questionnaires for an unadjusted return rate of 29 percent. However, 3,681 questionnaires were returned as undeliverable by the postal service, producing a 37 percent response rate among those receiving the questionnaire. Table 2 provides information on the response rates at each college.

Table 2

RESPONSE RATE

| College | Total Questionnaires Mailed | Returned as Undeliverable | Total Responses | Adjusted Response Rate |
|---|---|---|---|---|
| TOTAL | 17,462 | 3,681 | 5,123 | 37% |
| Allegany | 600 | 5 | 315 | 53 |
| Anne Arundel | 739 | 149 | 271 | 46 |
| Baltimore | 700 | 149 | 138 | 25 |
| Catonsville | 3,139 | 592 | 715 | 28 |
| Cecil | 381 | 123 | 96 | 37 |
| Charles | 405 | 62 | 183 | 53 |
| Chesapeake | 505 | 108 | 231 | 58 |
| Dundalk | 716 | 137 | 221 | 38 |
| Essex | 810 | 139 | 286 | 43 |
| Frederick | 786 | 196 | 278 | 47 |
| Garrett | 263 | 28 | 86 | 37 |
| Hagerstown | 500 | 77 | 269 | 64 |
| Harford | 630 | 134 | 225 | 45 |
| Howard | 569 | 200 | 170 | 46 |
| Montgomery | 2,648 | 768 | 895 | 48 |
| Prince George's | 3,782 | 803 | 684 | 23 |
| Wor-Wic Tech | 289 | 11 | 60 | 22 |

## Comparison of Respondent and Study Population Characteristics

Comparisons were made to see how the characteristics of the survey respondents might differ from the group of students who made up the initial study population (all first-time entrants in Fall 1978). Table 3 indicates the proportion of respondents and all 1978 entrants at each of the colleges. In general, the proportion of a college's respondents to all state respondents is similar to the college's proportion of entrants to all state entrants. Because of differing response rates from college-to-college, several colleges are slightly underrepresented and several colleges are overrepresented.

Twenty-six percent of the initial population of 1978 entrants were non-white, while 17 percent of the respondents were non-white. The mean age of all the 1978 entrants was 27 years old and the mean age of the respondents was also 27 years old. The proportion of women among the 1978 entrants was 57 percent and among the respondents it was 64 percent.

These comparisons indicate that there may be other unidentified differences in those who have responded and those who chose not to respond. The differences between the respondents and the study population (all 1978 entrants) on characteristics that could be compared were not large, however, and there is little reason to believe that the responses of the sample do not represent the views of the 1978 entrants four years later.

Table 3

RESPONDENTS AND ENTRANTS
AS A PROPORTION OF STATE TOTAL
FIRST-TIME ENTRANTS
FALL 1978

| College | Percent of Total Entrants | Percent of Total Respondents |
|---|---|---|
| TOTAL | 100% | 100% |
| Allegany | 4 | 5 |
| Anne Arundel | 15 | 10 |
| Baltimore | 6 | 5 |
| Catonsville | 10 | 9 |
| Cecil | 1 | 1 |
| Charles | 4 | 7 |
| Chesapeake | 2 | 3 |
| Dundalk | 2 | 3 |
| Essex | 8 | 10 |
| Frederick | 2 | 3 |
| Garrett | 1 | 1 |
| Hagerstown | 3 | 6 |
| Harford | 4 | 6 |
| Howard | 2 | 2 |
| Montgomery | 16 | 20 |
| Prince George's | 20 | 8 |
| Wor-Wic Tech | 1 | 1 |

## RESULTS

### Characteristics of the Respondents

Table 4 shows the characteristics of the respondents and compares these characteristics to those of respondents in similar surveys of 1974 and 1976 entrants, which were conducted in 1978 and 1980. The typical 1978 respondent was white, female, and 27 years old. Most had attended the college part-time and most were in a transfer program. The average number of credit hours earned in the four-year period, since first entering in 1978, was 27 credits and the respondent's grade point average was 2.5. Fifteen percent of the respondents had earned an associate degree and 2 percent had earned a certificate since they first entered.

When the 1978 entrants are compared with those from previous surveys, several changes are apparent. More of the students attended part-time: 55 percent of the 1974 and 1976 entrants and 59 percent of the 1978 entrants (Table 4). In consequence, a smaller proportion of entrants had received an associate degree within the four-year period: 22 percent of the 1974 entrants, 19 percent of the 1976 entrants, and 15 percent of the 1978 entrants. The 1978 entrants have earned fewer credits in the four-year period than the 1974 and 1976 entrants (31.3 credits for 1974 entrants; 29.2 credits for 1976 entrants; and 27.0 credits for 1978 entrants).

The proportion of females in the surveys (and in the community colleges) has increased from 59 percent for the 1974 entrants to 64 percent for the 1978 entrants.

### Status of Entrants Four Years Later

Figure 1 summarizes the status of the 1978 entrants in 1982, four years after they first entered the community college. In 1982, four years after they had first attended the community college, 54 percent were employed and another 20 percent were employed while attending a transfer college. Thirty percent had transferred, 15 percent had full-time home responsibilities or were seeking work. The number seeking work was 349, or 4 percent of the total.

These proportions were similar to those found in the follow-up surveys of 1976 and 1974 entrants (Table 5). The proportion, which transferred full-time and were not also employed, has remained at 10 percent. The proportion of students who transferred but who also reported they were employed has declined over these three surveys, from 23 percent of the 1974 entrants to 20 percent of the 1978 entrants.

Table 4

CHARACTERISTICS OF THE RESPONDENTS
1974, 1976, AND 1978

| Characteristic | 1974[1] Number | 1974[1] Percent | 1976[2] Number | 1976[2] Percent | 1978 Number | 1978 Percent |
|---|---|---|---|---|---|---|
| Program Type | | | | | | |
| Transfer | 3,530 | 46% | 3,819 | 42% | 3,785 | 47% |
| Occupational | 2,875 | 37 | 3,657 | 40 | 2,965 | 37 |
| Undeclared | 1,295 | 17 | 1,620 | 18 | 1,317 | 16 |
| Highest Degree Earned | | | | | | |
| Associate | 1,670 | 22 | 1,541 | 19 | 1,220 | 15 |
| Certificate | 83 | 1 | 101 | 1 | 134 | 2 |
| None | 5,962 | 77 | 6,592 | 80 | 6,713 | 83 |
| Sex | | | | | | |
| Male | 3,228 | 41 | 3,637 | 40 | 2,906 | 36 |
| Female | 4,627 | 59 | 5,480 | 60 | 5,135 | 64 |
| Race | | | | | | |
| Minority | 1,146 | 15 | 1,122 | 13 | 1,182 | 15 |
| White | 6,395 | 85 | 7,220 | 87 | 6,541 | 85 |
| Attendance Status | | | | | | |
| Part-time | 4,216 | 55 | 4,925 | 55 | 4,574 | 59 |
| Full-time | 3,392 | 45 | 3,995 | 45 | 3,138 | 41 |
| Mean Credits Earned | 31.3 | | 29.9 | | 27.0 | |
| Cumulative Grade Point Average | 2.7 | | 2.6 | | 2.5 | |
| Mean Age | 26.2 | | 25.7 | | 26.7 | |

1 Analyses of students entering Maryland community colleges in 1974 are reported in Tschechtelin, James D. and MacLean, Abby D. Student Follow-Up of Entrants and Graduates, Maryland Community Colleges, Maryland State Board for Community Colleges, Annapolis, MD, Nov. 1980.

2 Analyses of students entering in 1976 are reported in McConochie, Daniel Four Years Later: Follow-Up of 1976 Entrants, Maryland Community Colleges, Maryland State Board for Community Colleges, Annapolis, MD, May 1981.

Figure 1

CURRENT STATUS OF 1978 ENTRANTS

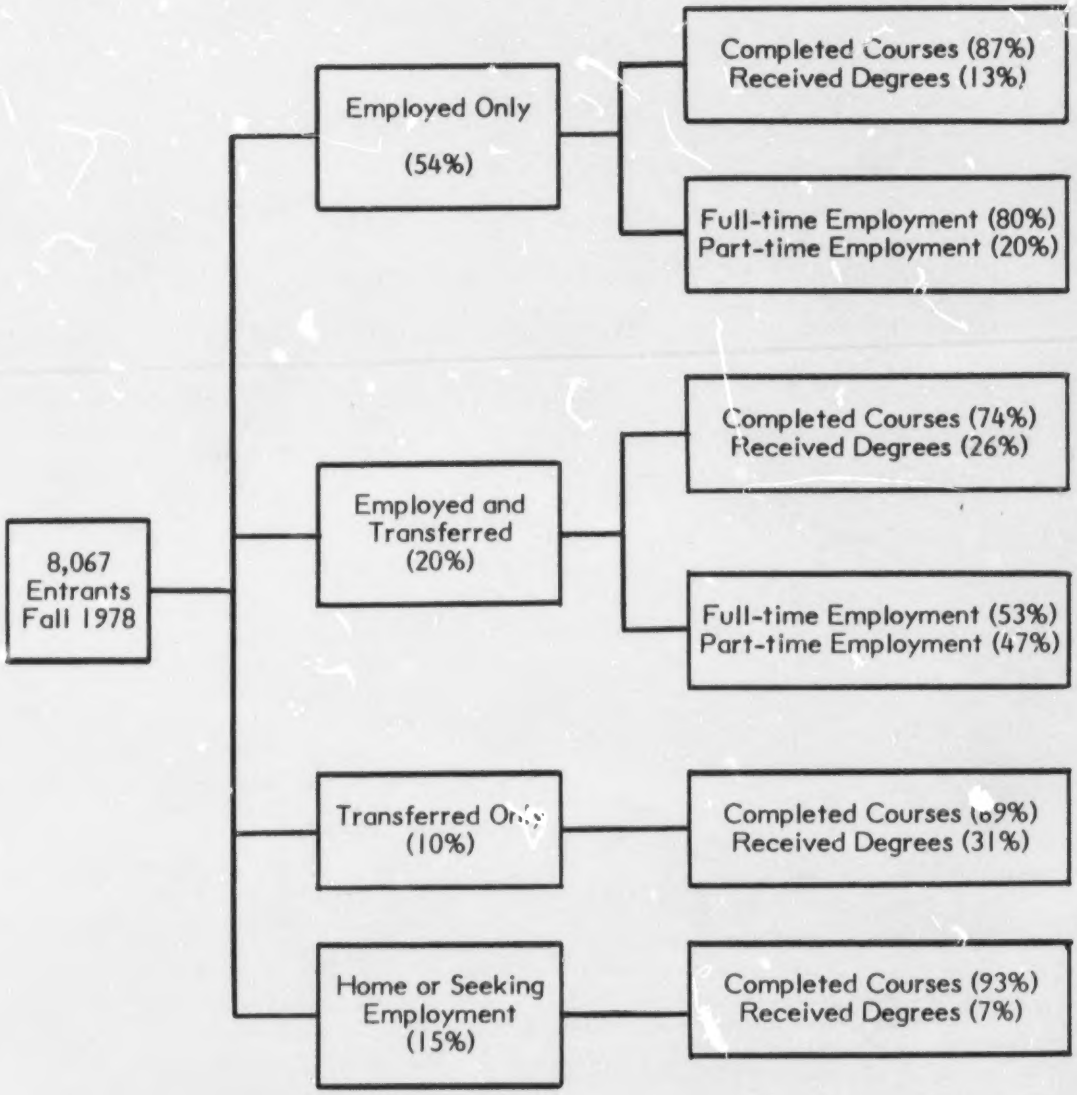

8,067 Entrants Fall 1978
Employed Only (54%)
Completed Courses (87%) Received Degrees (13%)
Full-time Employment (80%) Part-time Employment (20%)
Employed and Transferred (20%)
Completed Courses (74%) Received Degrees (26%)
Full-time Employment (53%) Part-time Employment (47%)
Transferred Only (10%)
Completed Courses (69%) Received Degrees (31%)
Home or Seeking Employment (15%)
Completed Courses (93%) Received Degrees (7%)

Table 5

COMPARISON OF STATUS OF ENTRANTS
FOUR YEARS AFTER ENTERING COMMUNITY COLLEGE
1974, 1976, AND 1978 ENTRANTS

| Status | 1974 Entrants | | 1976 Entrants | | 1978 Entrants | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| TOTAL | 7,904 | 100% | 9,150 | 100% | 8,067 | 100% |
| Employed Only | 4,110 | 52 | 5,032 | 55 | 4,385 | 54 |
| Full-time | 3,494 | 44 | 4,227 | 46 | 3,512 | 43 |
| Part-time | 616 | 8 | 805 | 9 | 873 | 11 |
| Employed and Transferred | 1,818 | 23 | 2,013 | 22 | 1,652 | 20 |
| Employed full-time | 1,036 | 13 | 986 | 11 | 883 | 11 |
| Employed part-time | 782 | 10 | 1,027 | 11 | 769 | 9 |
| Transferred Only | 869 | 11 | 915 | 10 | 773 | 10 |
| Home or Seeking Work | 1,107 | 14 | 1,190 | 13 | 1,257 | 15 |

Missing data = 269 in 1978 Entrant Survey

Educational Goals

Students attend the community college for a variety of reasons: to prepare for transfer to a four-year college, to prepare for a new career, for personal interest and self-enrichment, to explore new areas, and to update skills. Data from Table 6 indicate that the reasons for attending Maryland community colleges have changed only slightly over the three surveys. Among the 1974 and 1976 entrants, 32 percent attended the college to prepare for transfer to a four-year college. Among the 1978 entrants, 31 percent reported that the reason they attended the college was to prepare for transfer.

A large proportion of the students in each survey was at the community college because their primary interest was occupationally oriented, either to prepare for a new career (20 percent) or to update skills (12 percent). The proportion of students with these goals has not changed over the three surveys.

Students who reported they had attended the community college for personal interest and self-enrichment also remained stable at 18-19 percent. Those reporting they had come to explore a new career or a new academic area increased slightly, from 14 percent among the 1974 entrants to 16 percent of the 1978 entrants.

Table 6

COMPARISON OF EDUCATIONAL GOALS OF ENTRANTS
1974, 1976, AND 1978 ENTRANTS

| Primary Goal | 1974 Entrants | | 1976 Entrants | | 1978 Entrants | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| TOTAL | 7,345 | 100% | 8,666 | 100% | 7,423 | 100% |
| Prepare for transfer to a four-year college | 2,346 | 32 | 2,731 | 32 | 2,329 | 31 |
| Prepare for immediate entry into a new career | 1,362 | 18 | 1,729 | 20 | 1,451 | 20 |
| Interest or self-enrichment | 1,378 | 19 | 1,538 | 18 | 1,398 | 19 |
| Explore new career or new academic area | 1,045 | 14 | 1,338 | 15 | 1,154 | 16 |
| Update skills for a job currently held | 971 | 13 | 1,059 | 12 | 903 | 12 |
| Other goals | 243 | 3 | 271 | 3 | 188 | 3 |
| Missing data | 559 | | 484 | | 644 | |

Table 6 reports responses to educational goal questions that were in the follow-up surveys conducted four years after the students entered the colleges. The students were asked what had been their reasons for attending the college when they first entered. Table 7 compares these reasons with the reasons these students gave when they first entered the college in Fall 1978. Student goals from these two sources differ only slightly with the largest difference (3 percent) being that more students in the survey reported their goal for entering the college had been for personal interest and self-enrichment (16 percent in Fall 1978 and 19 percent in the follow-up survey of 1982).

Table 7

COMPARISON OF EDUCATIONAL GOALS
GIVEN AT ENTRY TO COMMUNITY COLLEGE
AND GOALS REPORTED IN FOLLOW-UP
1978 ENTRANTS

| Primary Goal | Fall 1978 | 1982 Survey |
|---|---|---|
| Prepare to transfer to a four-year college | 32% | 30% |
| Prepare for immediate entry into a new career | 22 | 20 |
| Interest or self-enrichment | 16 | 19 |
| Explore new career or new academic area | 15 | 16 |
| Update skills for a job currently held | 14 | 12 |
| Other goals | 1 | 3 |

What proportion of the students reported they had achieved their goals?

The rate of self-reported goal achievement for the 1978 entrants was 64 percent, which is very similar to the self-reported goal achievement of 1974 entrants (63 percent) and 1976 entrants (63 percent). Self-reported goal achievement was highest among those whose goal was transfer (73 percent reported they had achieved their goal of preparing for transfer) and among those who had "other" reasons for attending the college (73 percent). See Table 8.

Sixty-three percent of those who had come to the college to update skills and for personal interest and self-enrichment reported they had achieved their goal. Fifty-six percent of those who said they had come to the college to explore a new career or a new academic area reported they had not achieved their goal.

Table 8

SELF-REPORTED GOAL ACHIEVEMENT
1978 ENTRANTS

| Goal | Goal Achieved Number | Goal Achieved Percent | Goal Not Achieved Number | Goal Not Achieved Percent | Total |
|---|---|---|---|---|---|
| TOTAL | 3,070 | 64% | 1,765 | 37% | 4,835 |
| Prepare for transfer | 1,132 | 73 | 413 | 27 | 1,545 |
| Prepare for immediate entry into a career | 579 | 61 | 368 | 39 | 947 |
| Interest or self-enrichment | 617 | 63 | 366 | 37 | 983 |
| Explore new career or new academic area | 291 | 44 | 372 | 56 | 663 |
| Update skills | 362 | 63 | 212 | 37 | 574 |
| Other goals | 89 | 73 | 34 | 27 | 123 |

Missing data = 981

What was the graduation rate among those entrants whose goal was an associate in arts degree?

Four years after these students had first entered the college in Fall 1978, 17 percent had graduated. Two percent had received a certificate and 15 percent had earned an AA degree. This rate was down slightly from the 1974 entrants (22 percent) and the 1976 entrants (20 percent).

However, among those who had entered the college with the goal of a degree, the graduation rate was higher. Fifty-five percent of the 1978 entrants had entered the college with an AA degree as their goal, 9 percent had entered hoping to achieve a certificate, and 36 percent reported that they had come to take courses and were not interested in a degree. The 1976 entrants had similar degree aspirations. Thirty-eight percent of the 1978 entrants with an AA degree goal had received a degree within four years after entering the community college. This percentage is up from 35 percent for the 1976 entrants (Table 9). Students who had changed their goal (6 percent) or who were still enrolled at the community college (21 percent) were not included in this analyses.

Differences in the achievement of an AA degree goal were found between males and females and between minority and non-minority students (Table 9). Forty-one percent of the female students who had entered the community college with a goal of earning an AA degree had received an AA degree within the next four years. Thirty-four percent of the male students had achieved this goal within this time period. Thirty-nine percent of the white students had achieved their AA degree goal within four years and 29 percent of the minority students had accomplished this goal. Among the minority students, the AA degree goal achievement of Hispanic students (50 percent achieved their AA degree goal) and Asian students (40 percent achieved their AA degree goal) was highest and that of black students was lowest (26 percent).

The rate of AA degree goal achievement for minorities increased by 8 percent from the survey of the 1976 entrants (21 percent achieved their AA degree goal) to the 1978 entrant survey (29 percent). The rate of AA degree goal achievement for non-minority students increased by 3 percent from the 1976 to the 1978 entrants survey.

Table 9

DEGREE ACHIEVEMENT
AMONG STUDENTS WHOSE GOAL
WAS AN ASSOCIATE DEGREE
1974, 1976, AND 1978 ENTRANTS

| Group | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| TOTAL | 43% | 35% | 38% |
| Sex | | | |
| Male | 41 | 31 | 34 |
| Female | 45 | 39 | 41 |
| Race | | | |
| Minority | 26 | 21 | 29 |
| White | 45 | 36 | 39 |

Why did students discontinue attendance at the college?

Among the nongraduates, 21 percent were still enrolled at the community college. This compares with 17 percent still enrolled four years later among the 1974 entrants and 15 percent still enrolled among the 1976 entrants.

Data from a recently completed survey of 1982 graduates indicate there were a sizable number of graduates in 1982 who entered the college in the 1960s and that the average time between first entering a community college and graduation was 3.8 years. The 21 percent of the 1978 entrants who were still enrolled four years later thus does not include at least another 25 percent who had "dropped out" for the year 1982 when the survey was conducted but who may return to take more courses and eventually graduate.

The nongraduated respondents who reported that they were no longer students at the community college gave a variety of academic, employment, financial, and personal reasons for leaving the college. Among the nongraduates, the primary reasons given for discontinuing attendance were scheduling conflict between job and studies (19 percent), achieved educational goal (18 percent), personal/marriage (15 percent), program or courses not available (8 percent), unsure of choice of major (6 percent), changed educational goal (6 percent), and financial aid not sufficient (4 percent). See Table 10.

The reasons for not returning to the college have changed from the earlier surveys of the 1974 and 1976 entrants. The proportion reporting scheduling conflicts between job and studies has increased by 5 percent from the 1974 entrants to the 1978 entrants. The proportion reporting personal/marriage as a reason for not returning to college dropped from 13 percent among the 1974 entrants to 10 percent among the 1976 entrants and rose again to 15 percent among the 1978 entrants.

The proportion of students reporting that financial aid was not sufficient as the primary reason they had not returned doubled from 2 percent to 4 percent of those who were no longer students at the colleges.

Table 10

PRIMARY REASON FOR NOT RETURNING TO COLLEGE
1974, 1976, AND 1978 ENTRANTS

| Reason | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| Achieved educational goal | 16% | 19% | 18% |
| Transferred | 15 | 16 | 15 |
| Scheduling conflict between job and studies | 14 | 15 | 19 |
| Personal/Marriage | 13 | 10 | 15 |
| Program or courses not available | 8 | 8 | 8 |
| Unsure about choice of major | 5 | 5 | 6 |
| Changed educational goal | 4 | 4 | 6 |
| Dissatisfaction with program | 3 | 3 | 2 |
| Dissatisfied with quality of teaching | 2 | 3 | 3 |
| Financial aid not sufficient | 2 | 2 | 4 |
| Found courses too difficult | 1 | 1 | 2 |
| This college too expensive | 1 | 1 | 1 |
| Went into military service | 1 | 1 | 1 |

NOTE: Only nongraduates are included.

What proportion of the 1978 entrants were employed full-time? Part-time?

Seventy-five percent of the 1978 entrants were employed in 1982. Fifty-five percent were employed full-time and 20 percent were employed part-time (Table 11). Ten percent were full-time transfer students, 11 percent had full-time responsibilities at home, and 4 percent were seeking work. The proportion of students employed full-time decreased slightly from the 1980 survey of 1976 entrants and the percentage seeking work increased by 2 percent in the 1982 survey of the 1978 entrants.

Among the students who were employed full-time, 54 percent had held the same job prior to or while attending the college. Forty-six percent had obtained their current job since leaving the community college. The percentage of students who had held their current job while attending the college rose from 49 percent among 1976 entrants to 54 percent of the 1978 entrants.

Table 11

EMPLOYMENT STATUS
1974, 1976, AND 1978 ENTRANTS

| Employment Status | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| Full-time | 57% | 58% | 55% |
| Part-time | 17 | 20 | 20 |
| Not seeking work | | | |
| Full-time transfer | 11 | 10 | 10 |
| Full-time home responsibilities | 11 | 10 | 11 |
| Seeking work | 3 | 2 | 4 |

What proportion of the students whose goal had been career development were employed full-time?

Approximately one-third of the respondents reported that their primary reason for attending the community college was to prepare for immediate entry into a career or to update job skills. Among these students, 74 percent were employed full-time in 1982 when the survey of 1978 entrants was conducted. The proportion of students achieving this goal was also 74 percent for the 1976 entrants and had been 79 percent for the 1974 entrants. As in the previous surveys, males were more likely to be employed full-time and thus to have accomplished this goal (Table 12). In the study of the 1978 entrants, 81 percent of the males and 71 percent of the females, who were attending college for career purposes, were employed full-time at the time of the survey. A smaller proportion of minority students was employed full-time when their goal had been job preparation. The gap between minority and white students has increased since the 1974 entrant study when minority and white students were achieving this goal at the same rate.

Table 12

EMPLOYMENT AMONG THOSE WHOSE GOAL
WAS CAREER DEVELOPMENT
1974, 1976, AND 1978 ENTRANTS

| Group | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| TOTAL | 79% | 74% | 74% |
| Sex | | | |
| Male | 86 | 82 | 81 |
| Female | 74 | 69 | 71 |
| Race | | | |
| Minority | 78 | 69 | 65 |
| White | 78 | 75 | 76 |

Figure 2 summarizes employment status and employment goal achievement in the three surveys. Over 50 percent of the students in each survey were employed full-time and approximately 75 percent had achieved their career development goal.

What proportion of the respondents who were employed full-time held jobs in their community college field of training?

Among the 1978 entrants who were working full-time, 70 percent of those who had been in an occupational program were working in a job that was related to their community college program (Table 13). Among those who had graduated, 80 percent were employed in full-time jobs that were either directly or somewhat related to their community college program. The proportion of respondents who were working in jobs not related to their community college program has increased by 5 percent from the 1974 entrant survey to the 1982 survey of 1978 entrants.

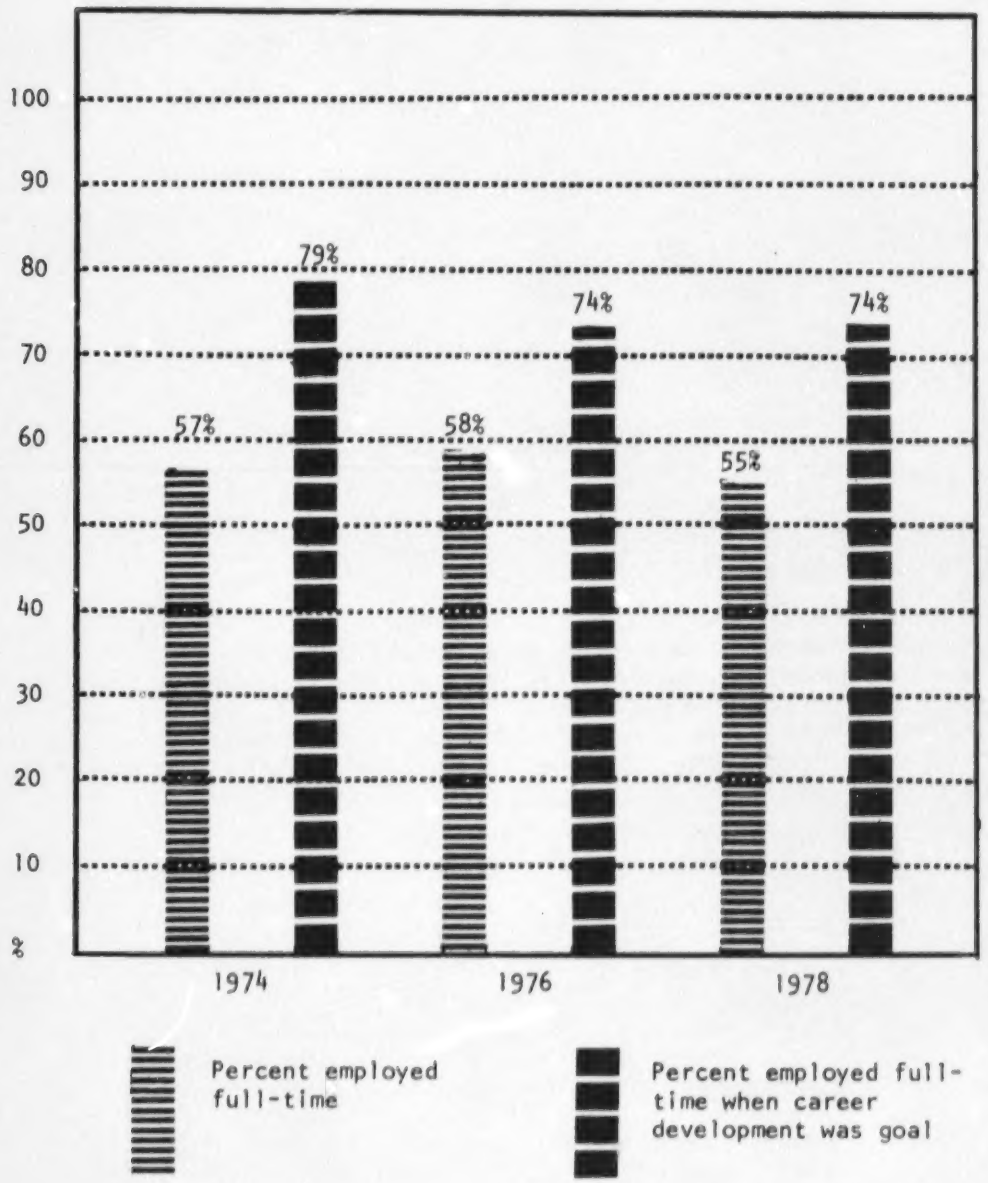
Table 13

RELATIONSHIP OF RESPONDENTS' PROGRAMS
TO THEIR FULL-TIME EMPLOYMENT
1974, 1976, AND 1978 ENTRANTS

| Relationship | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| Directly related | 48% | 44% | 39% |
| Somewhat related | 27 | 28 | 31 |
| Not related | 25 | 26 | 30 |

Figure 2

FULL-TIME EMPLOYMENT
AND FULL-TIME EMPLOYMENT GOAL ACHIEVEMENT
1974, 1976, AND 1978 ENTRANTS



Where were the students employed?

Fifty-two percent of the 1978 entrants who were employed full-time were employed in the same county as their community college; 31 percent were employed in some other Maryland location (Table 14). The proportion of community college students working in Maryland has remained between 83 and 86 percent in each survey of entrants. In the survey of 1978 entrants, 16 percent worked in another state or Washington, DC.

Table 14

EMPLOYMENT LOCATION OF STUDENTS EMPLOYED FULL-TIME
1974, 1976, AND 1978 ENTRANTS

| Location | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| Same county as community college | 50% | 54% | 52% |
| Other Maryland county | 14 | 17 | 19 |
| Baltimore City | 22 | 12 | 12 |
| Washington, DC | 6 | 9 | 9 |
| Delaware | - | 1 | - |
| Pennsylvania | 2 | 1 | 1 |
| Virginia | 2 | 2 | 2 |
| West Virginia | 1 | 1 | 1 |
| Other | 3 | 4 | 3 |

How satisfied were the entrants with the community college's preparation for employment? Did their program increase their theoretical understanding? Increase job skills? Help to get a job? Help to get a promotion or salary increase?

Students who were employed full-time were asked four questions concerning the employment assistance provided by their occupational program. Seventy-four percent agreed their community college program had increased the "theoretical" understanding they needed in their job. Seventy percent agreed that their job skills had been increased; 33 percent said the community college had helped them obtain a job; and 33 percent reported their community college preparation had helped them increase their salary or get a promotion (Table 15).

Table 15

EMPLOYMENT ASSISTANCE
PROVIDED BY OCCUPATIONAL PROGRAMS
1978 ENTRANTS

| Type of Assistance | 1978 Entrants |
|---|---|
| Increased theoretical understanding | 74% |
| Increased job skills | 70 |
| Helped obtain job | 33 |
| Helped to get salary increase or promotion | 33 |

## TRANSFER

Thirty percent of the students who entered the community college in 1978 had transferred by 1982. Most of these (73 percent) were attending full-time. Table 16 provides data on the percent of 1974, 1976, and 1978 entrants who transferred and their full- or part-time status at the transfer institution.

A smaller proportion of those entering the community college in 1978 had transferred than in the two previous surveys. However, because each successive entering class has been larger, the absolute number of students transferring has not decreased by 5 percent over this period. For instance, 35 percent of the 23,199 students who entered the community college in 1974 indicates that approximately 8,120 of these students transferred before 1978. Thirty-three percent of the 26,829 students entering in 1976, or 8,854 students, transferred before 1980. Thirty percent of the 32,929 students who first entered the community college in 1978 means that approximately 9,878 students transferred from this group.

Table 16

TRANSFER STATUS OF ENTRANTS
1974, 1976, AND 1978 ENTRANTS

| Transfer Status | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| TOTAL | 35% | 33% | 30% |
| Full-time | 75 | 76 | 73 |
| Part-time | 25 | 24 | 27 |
| Estimated transfers | 8,120 | 8,854 | 9,878 |

Where did the students transfer?

Seventy-four percent of the 1978 entrants who transferred had transferred to a Maryland institution. The proportion transferring to a University of Maryland campus was 30 percent of the 1974 entrants, 29 percent of the 1976 entrants, and 29 percent of the 1978 entrants. The proportion transferring to a Maryland state college has decreased slightly, from 25 percent among the 1974 entrants to 22 percent of the 1978 entrants. The proportion transferring to Maryland private four-year colleges increased by three percentage points, to 10 percent. In 1982, 4 percent of the 1978 entrants had transferred to a technical/proprietary school in Maryland and 6 percent had transferred to a non-four-year school in another state.

Table 17

TRANSFER INSTITUTIONS OF COMMUNITY COLLEGE STUDENTS
1974, 1976, AND 1978 ENTRANTS

| Institution | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| TOTAL MARYLAND | 73% | 72% | 74% |
| University of Maryland | 30 | 29 | 29 |
| Public State college | 25 | 23 | 22 |
| Private four-year | 7 | 7 | 10 |
| Other Maryland public community college | 9 | 9 | 8 |
| Maryland private two-year college | - | 1 | 1 |
| Technical/commercial | 2 | 3 | 4 |
| TOTAL NON-MARYLAND | 26 | 28 | 26 |
| Public four-year | 12 | 12 | 12 |
| Private four-year | 10 | 10 | 8 |
| Other | 4 | 6 | 6 |

Were the transfer students' community college programs related to their majors at the transfer college?

Over 80 percent of the community college entrants who transfer reported that they transferred to a program that was related to their community college program (Table 18). Since the survey of the 1974 entrants, the percent reporting their programs were unrelated has increased by 3 percent, from 16 percent to 19 percent. Most of those reporting their programs were unrelated to their major had been in non-transfer oriented programs at the community college or were in the community college program of "General Studies".

Table 18

RELATIONSHIP OF COMMUNITY COLLEGE PROGRAM
TO TRANSFER MAJOR
1974, 1976, AND 1978 ENTRANTS

| Relationship | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| Directly related | 49% | 49% | 45% |
| Somewhat related | 34 | 34 | 36 |
| Not related | 16 | 17 | 19 |

How many credits did the respondents lose in the transfer process?

Sixty-nine percent of the 1978 entrants who transferred reported they lost no credits in the transfer process. This reflects a significant increase from the percentage reporting no loss of credit in previous surveys (Table 19). The percentage losing more than six credits has also decreased from the earlier surveys. Among the 1974 entrants, 16 percent had lost more than six credits. In the 1976 entrant group, 19 percent lost more than six credits and for the 1978 entrants, 13 percent lost more than six credits (Table 19). The predominant reason for losing credits while transferring was a change in program.

Table 19

CREDITS LOST IN TRANSFER PROCESS
1974, 1976, AND 1978 ENTRANTS

| Credits Lost | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| None | 53% | 50% | 69% |
| 1-3 | 19 | 18 | 9 |
| 4-6 | 12 | 14 | 7 |
| 7-12 | 9 | 10 | 7 |
| 13-20 | 4 | 5 | 3 |
| 21 or more | 3 | 4 | 3 |

What was the grade point average of students at their transfer college?

Fifty-five percent of the 1978 entrants who transferred reported having earned a grade point average above 3.00. Only 3 percent reported grades below a 2.00. The grade point average at the transfer colleges has remained approximately 2.98 for the 1974, 1976, and 1978 entrants.[1]

How satisfied were the respondents with their preparation for transfer?

Ninety-one percent of the 1978 entrants reported they were satisfied or extremely satisfied with the preparation for transfer they had received at the community college. Since the 1974 entrant survey, the percentage reporting they were dissatisfied with this preparation has declined from 12 percent to 9 percent (Table 20).

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1 The Maryland Experience: The Role of Community Colleges in Preparing Students for Transfer, Maryland State Board for Community Colleges, Annapolis, MD, May 1983.

Table 20

SATISFACTION WITH PREPARATION FOR TRANSFER
1974, 1976, AND 1978 ENTRANTS

| | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| Extremely satisfied | 33% | 31% | 29% |
| Satisfied | 55 | 58 | 62 |
| Unsatisfied | 12 | 11 | 9 |

Transfer Goal Achievement

Figure 3 summarizes data from the three surveys concerning transfer goal and transfer goal achievement. Among the 31 percent of the 1978 entrants who reported they attended the community college to prepare to transfer, 76 percent had transferred by 1982 when the follow-up survey was conducted. For the 1978 entrants, transfer goal achievement was analyzed by sex and race. Among the 1978 entrants, males were slightly more likely to have achieved this goal. In the earlier follow-up surveys, even smaller differences were found between male and female transfer goal achievement.

Minority students among the 1978 entrants achieved their transfer goal at a significantly lower rate than white students. Sixty-three percent of the minority students who had wanted to transfer reported they had transferred before 1982. While this represents an increase in goal achievement over the 58 percent among the minority students in the 1976 entrants, it was still 14 percentage points below the white student goal achievement rate. When the 1978 entrants were asked if they were satisfied with their community college preparation for transfer, 9 percent of the non-minority entrants reported they were unsatisfied with this preparation. Fourteen percent of the minority students reported they were unsatisfied with the preparation for transfer which they had received at the community college.

Table 21

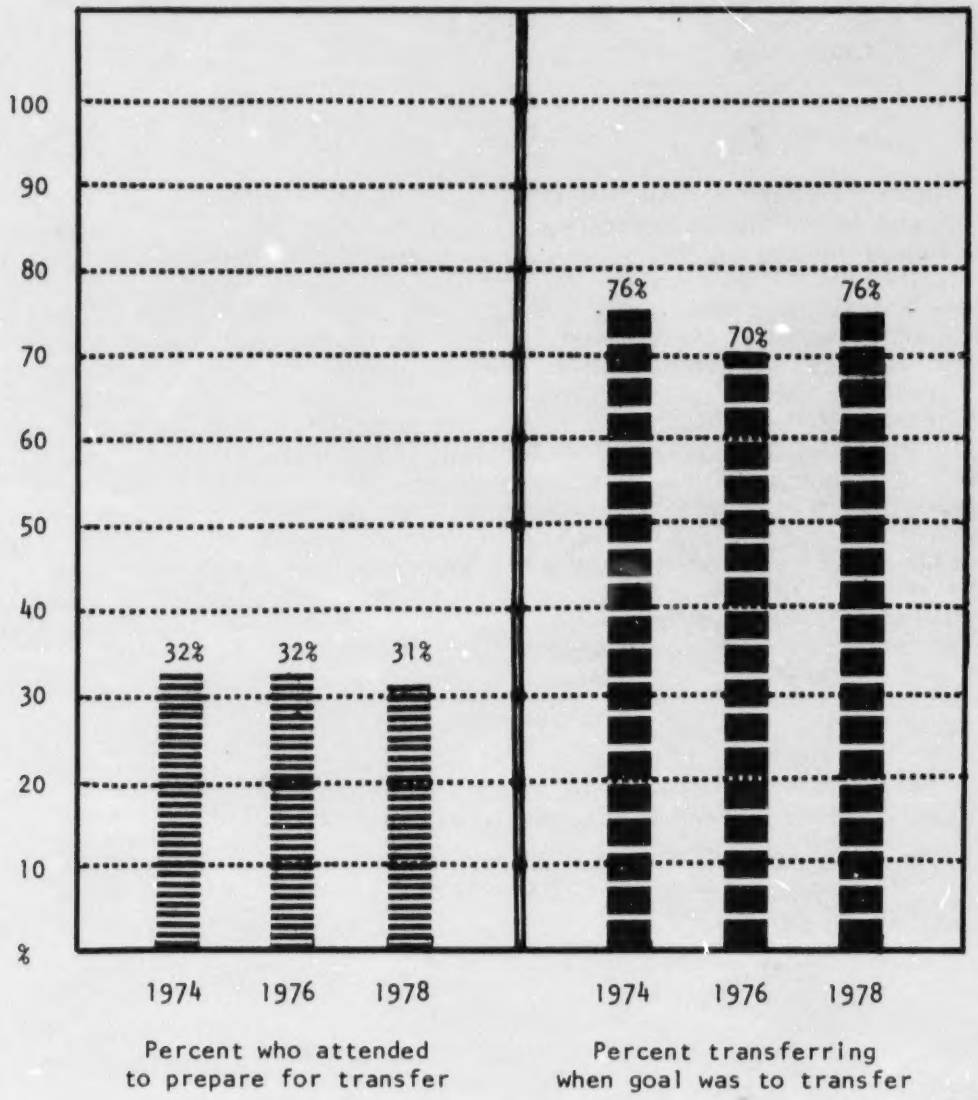
TRANSFER GOAL ACHIEVEMENT
1974, 1976, AND 1978 ENTRANTS

| Group | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| TOTAL | 76% | 70% | 76% |
| Sex | | | |
| Male | 76 | 73 | 79 |
| Female | 76 | 69 | 73 |
| Race * | | | |
| Minority | 59 | 58 | 63 |
| White | 78 | 72 | 77 |

* Differences significant at the .01 level.

Figure 3

TRANSFER AND TRANSFER GOAL ACHIEVEMENT
AMONG ENTRANTS
1974, 1976, AND 1978 ENTRANTS



## SATISFACTION WITH INSTRUCTION AND COLLEGE

How satisfied were the students with the quality of instruction in their program?

A large proportion of those who enter the community colleges are satisfied or extremely satisfied with the quality of the instruction in their programs and with the overall quality of their college (Table 22). There were no significant differences among male and female students or between full- and part-time students in the proportion who were unsatisfied with instruction or the quality of the college.

Table 22

EVALUATION OF INSTRUCTION AND COLLEGE
1976 AND 1978 ENTRANTS

| Variable | 1976 Entrants | 1978 Entrants |
|---|---|---|
| Quality of Instruction | | |
| Extremely satisfied | 32% | 33% |
| Satisfied | 62 | 62 |
| Unsatisfied | 6 | 5 |
| Overall Quality of College | | |
| Extremely satisfied | 33 | 35 |
| Satisfied | 63 | 62 |
| Unsatisfied | 4 | 3 |

Although over 90 percent of the minority students were satisfied with the quality of the college and their instruction, they were less likely than non-minority students to say they were extremely satisfied. Students who had attended the college with a personal interest goal or preparation for transfer goal were most likely to be extremely satisfied with the quality of the instruction in their program (Table 23). Likewise, those who came to the college to prepare for transfer or for personal interest and enrichment were more likely to be extremely satisfied with the overall quality of the college. There were no differences among groups with different goals in the small proportion who were unsatisfied with the overall quality of the college (Table 24).

Table 23

SATISFACTION WITH INSTRUCTION IN PROGRAM
BY GOAL OF STUDENTS
1978 ENTRANTS

| Goal | Extremely Satisfied | Satisfied | Unsatisfied |
|---|---|---|---|
| TOTAL | 33% | 62% | 5% |
| Exploration of new area | 27 | 67 | 6 |
| Prepare for immediate entry into career | 29 | 64 | 7 |
| Prepare for transfer | 37 | 59 | 4 |
| Update skills for job currently held | 29 | 64 | 7 |
| Personal interest or self-enrichment | 36 | 59 | 5 |
| Other | 33 | 62 | 5 |

Table 24

SATISFACTION WITH OVERALL QUALITY OF THE COLLEGE
BY GOAL OF STUDENTS
1978 ENTRANTS

| Goal | Extremely Satisfied | Satisfied | Unsatisfied |
|---|---|---|---|
| TOTAL | 35% | 62% | 3% |
| Exploration of new area | 31 | 66 | 3 |
| Prepare for immediate entry into career | 32 | 65 | 3 |
| Prepare for transfer | 39 | 58 | 3 |
| Update skills for job currently held | 29 | 68 | 3 |
| Personal interest or self-enrichment | 37 | 61 | 3 |
| Other | 30 | 64 | 6 |

## SUMMARY

The survey of the 1978 entrants, conducted four years later in 1982, is a part of a continuing program of student follow-up in Maryland designed to provide information about the outcomes of community college education. The survey, used in a number of different ways, helps the community colleges evalute the extent to which they assisted all of their students in achieving their educational goals and their career development.

All students who entered in Fall 1978 were surveyed in Spring 1982, and the response rate among those who received the questionnaires was 37 percent. Specific research questions were directed toward: student characteristics, student status four years later, achievement of goals, career development, transfer, and satisfaction with the college. The results were compared, where possible, to responses to similar questions asked in earlier surveys of 1974 and 1976 entrants.

### Student Characteristics

The typical respondent was white, female, and 27 years old. Most attended the community college part-time and over the four-year period since they entered had earned 27 credits and a grade point average of 2.50. The percentage of students earning a degree had decreased slightly from previous surveys and the percentage of females and minority students had increased.

### Student Status

Most of the 1978 entrants were employed full-time in 1982. Thirty percent had transferred and 11 percent had full-time responsibilities in the home. Four percent reported they were unemployed and seeking a job.

### Student Goals

Student goals have changed only slightly in the three surveys of entrants conducted since 1974. Approximately 31 percent of those who first entered the community college in 1974, 1976, and 1978 came to the college to prepare for transfer to a four-year college, 20 percent came to prepare for a new career, and 12 percent to update skills for a currently held job.

The proportion reporting that personal interest and self-enrichment had been their primary reasons for attending had not changed over the three surveys. Attending the college to explore a new career or new academic area was the only goal.

### Goal Achievement

More than two-thirds of the 1978 entrants reported they had achieved their goal. Self-reported goal achievement was highest among those who had come to the college to prepare for transfer and lowest among those who came to the college to explore a new career or academic area. When the entrant goals were compared with actual status four years later, 76 percent of those who wanted to transfer had actually transferred. Seventy-four percent of those who had come to the college for job or career preparation were employed full-time and 38 percent of those who had entered with a goal of receiving an AA degree had graduated.

Career Development

Approximately 32 percent of the 1978 entrants attended the community college to prepare for a new career or to update job skills. Seventy-four percent of these students were employed full-time four years later. Most of these were employed in Maryland and in the same county where they had attended community college. Over 70 percent of the community college students who were employed full-time reported that their community college experience had increased their theoretical understanding and their job skills. Sixty-six percent said the community college had helped them to obtain a job or to get a salary increase.

Transfer

Thirty percent of the 1978 entrants had transferred by 1982. Seventy-six percent of those whose goal was preparation for transfer had transferred and most of these had transferred to a Maryland college on a full-time basis. The proportion of all community college students planning to transfer and transferring has decreased. The estimated absolute number of students who transfer had increased from 1974 to 1976 and from 1976 to the 1978 entrants. A large proportion of the community college students who transferred were extremely satisfied with their community college preparation for transfer.

Satisfaction

Almost all students, no matter what their reason for attending the college, were satisfied with the quality of the instruction in their program and with the overall quality of the college. Students who came to the college to prepare for transfer were the most likely to have been extremely satisfied with these aspects of the college.

## IMPLICATIONS

As pointed out in much of the literature concerning community colleges, students who come to the community colleges do not fit the mold of the traditional four-year college student. Maryland follow-up studies emphasize that students who attend community colleges are older, more diverse, and come for many reasons. The goal of a degree and transfer to a four-year college, while still the goal for many students, was chosen by a smaller proportion of students in the more recent surveys. Many adults are using the community colleges to explore new areas and for self-enrichment, to prepare for new careers, and to upgrade job skills. A large number of students who entered the college in 1978 were also enrolled in 1982. The reasons for discontinuing enrollment before graduating were often reasons for not attending a certain semester and were not the more traditional "dropping out" reasons.

### Differences in Student Success

Minority student participation in the community colleges continues to increase with the number of enrollees and the number of minority graduates increasing each year. More than 90 percent of these students reported they were satisfied with the instruction and with the quality of the college.

Minority students increased their achievement from previous surveys when their goal was an AA degree or transfer to a four-year college. Among minority students whose goal was career development, the percentage achieving full-time employment was lower in the survey of 1978 entrants than it had been in the 1974 and 1976 entrant follow-ups.

In the case of degree, transfer and career development goals, the minority students were less likely to have achieved their goals than the white students in the survey of 1978 entrants. Although a large proportion of minority students has achieved their transfer and career development goals, the continued gap between minority and non-minority achievement requires a renewed effort in each community college and in the transfer institutions and the labor market that share in the responsibility for helping students achieve their goals in these areas.

### Trends Over the Three Surveys

A large number of the responses examined in these three surveys of community college entrants have not changed. However, there have been changes and these changes mean the community colleges have changed or will need to change to serve new student goals and new student characteristics. The characteristics of the students have changed from the 1978 survey of the 1974 entrants to the 1982 survey of 1978 entrants. There are more females, more students attending part-time, and the students are older. Their goals, however, are similar and their attainment of their career and transfer goals remains high. A larger number are still enrolled at the community college four years after they first entered the college and when asked the primary reason for not returning to the college, a larger proportion answered that they had encountered scheduling difficulties between their job and studies and that they left because of personal/marriage reasons. The number leaving because of insufficient financial aid increased from 2 percent to 4 percent. Table 25 summarizes the trends in characteristics and responses found in the 1974, 1976, and 1978 entrant surveys.

Table 25

DIFFERENCES IN CHARACTERISTICS AND RESPONSES
1974, 1976, AND 1978 ENTRANTS

| Characteristics | 1974 Entrants | 1976 Entrants | 1978 Entrants |
|---|---|---|---|
| Proportion of females | 59% | 60% | 64% |
| Proportion part-time | 55 | 55 | 59 |
| Proportion earning degree | 23 | 20 | 17 |
| Average age | 26.2 | 25.7 | 26.7 |
| Average credits earned in four years | 31.3 | 29.9 | 27.0 |
| Goals | | | |
| Prepare for transfer | 32% | 32% | 31% |
| Explore new area | 14 | 15 | 16 |
| Career preparation | 18 | 20 | 20 |
| Update job skills | 13 | 12 | 12 |
| Interest and self-enrichment | 19 | 18 | 19 |
| Self-Reported Goal Achievement | 63 | 62 | 64 |
| Employment | | | |
| Employment goal achievement | 79 | 74 | 74 |
| Full-time employment | 57 | 58 | 55 |
| Job located in Maryland | 86 | 83 | 83 |
| Graduation | | | |
| Proportion graduating within four years | 23 | 20 | 17 |
| Degree goal achievement | 43 | 35 | 38 |
| Reasons for discontinuing attendance | | | |
| Scheduling conflict | 14 | 15 | 19 |
| Personal/marriage | 13 | 10 | 15 |
| Financial aid | 2 | 2 | 4 |
| Transfer Items | | | |
| Proportion transferring | 35% | 33% | 30% |
| Proportion of transfers transferring full-time | 75 | 76 | 73 |
| Estimated number of transfers | 8,120 | 8,854 | 9,878 |
| Type of transfer college | | | |
| University of Maryland | 30% | 29% | 29% |
| Maryland public State college | 25 | 23 | 22 |
| Maryland private college | 7 | 7 | 10 |
| Non-Maryland | 26 | 28 | 26 |
| Community college program related to major at transfer college | 84 | 83 | 81 |
| Satisfaction with transfer preparation | 88 | 89 | 91 |
| Proportion achieving transfer goal | 76 | 70 | 76 |
| Satisfaction | | | |
| With instruction | NA | 94 | 95 |
| With college | NA | 96 | 98 |

# MARYLAND COMMUNITY COLLEGES
# STUDENT FOLLOW-UP QUESTIONNAIRE

## FIRST-TIME STUDENTS, FALL 1978

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please complete it promptly (even if you took only one or two courses) and return in the envelope provided. All answers will be strictly confidential. Thank you for your assistance.

A. Please check what you hoped to achieve at this community college.

37
- ☐ 1. Take courses without working toward a degree or certificate
- ☐ 2. Certificate
- ☐ 3. Associate degree

B. Please check the one statement which most closely corresponds to your primary reason for attending this college.

38
- ☐ 1. Exploration of new career or academic areas
- ☐ 2. Preparation for immediate entry into a career
- ☐ 3. Preparation for transfer to a four-year institution
- ☐ 4. Update skills for a job currently held
- ☐ 5. Interest and self-enrichment
- ☐ 6. Other (specify) _____

C. Was your goal (indicated in item B) achieved by the time you left this community college?

39
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Still attending this community college

D. Did you attend this community college primarily on a part-time or full-time basis?

40
- ☐ 1. Part-time (11 credits or less per term)
- ☐ 2. Full-time (12 credits or more per term)

E. How satisfied were you with the quality of classroom instruction in your program of study? (check one)

41
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

F. How satisfied were you with the overall quality of this community college? (check one)

42
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

G. Please respond to this item if you are no longer a student at this college.
Listed below are some academic, employment, financial, and personal reasons why a student might leave college. To what extent were these your reasons for leaving this college? (Check as many as apply.)

- 43 ☐ a. Achieved educational goal
- 44 ☐ b. Changed educational goal
- 45 ☐ c. Scheduling conflict between job and studies
- 46 ☐ d. Went into military service
- 47 ☐ e. Program or courses not available at this college
- 48 ☐ f. Dissatisfaction with program
- 49 ☐ g. Unsure about my choice of major
- 50 ☐ h. Found courses too difficult
- 51 ☐ i. Dissatisfied with quality of teaching
- 52 ☐ j. Transferred
- 53 ☐ k. Financial aid was not sufficient
- 54 ☐ l. This college was too expensive
- 55 ☐ m. Personal/marriage

H. If you are no longer a student at this college, look at the above list and select the three most important reasons why you did not return to this college. (List, in order of importance, the appropriate letter [a, b, c, etc.] in the boxes below.)

56
- First ☐
- Second ☐
- Third ☐

OVER

*EMPLOYMENT*

Check one answer for each question.

I. Your current employment status.

59
- ☐ 1. Employed part-time
- ☐ 2. Employed full-time
- ☐ 3. Unemployed and seeking a job
- ☐ 4. Unemployed and not seeking a job

If you are currently unemployed, skip to item N.

J. Did you hold this same job while attending the community college?

60
- ☐ 1. Yes
- ☐ 2. No

K. Geographic location in which you are presently employed.

61
- ☐ 1. Same county/city as this community college
- ☐ 2. Other county in Maryland
- ☐ 3. Baltimore City
- ☐ 4. Washington, D.C.
- ☐ 5. Delaware
- ☐ 6. Pennsylvania
- ☐ 7. Virginia
- ☐ 8. West Virginia
- ☐ 9. Other state

L. Relationship between your program at this community college and your job.

62
- ☐ 1. Program directly related to job
- ☐ 2. Program somewhat related to job
- ☐ 3. Program not at all related to job

M. Did your educational program at this community college assist you in:

Increasing your theoretical understanding required for your job?

63
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

Increasing your abilities to perform skills required by your job?

64
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

Obtaining your job?

65
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

Obtaining salary increases and/or promotions?

66
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

*TRANSFER*

If you enrolled at another college since leaving this college, please respond to the following questions, even if you are no longer a student.
Check one answer for each question.

N. Indicate the type of institution to which you transferred.

67
- ☐ 1. Another Maryland public community college
- ☐ 2. A public State college in Maryland
- ☐ 3. The University of Maryland
- ☐ 4. Maryland private four-year college or university
- ☐ 5. A private two-year Maryland college
- ☐ 6. Maryland technical or commercial school
- ☐ 7. Out-of-state four-year public college or university
- ☐ 8. Out-of-state four-year private college or university
- ☐ 9. Other out-of-state college or university

O. What was your enrollment status when you enrolled in the institution indicated above.

68
- ☐ 1. Part-time
- ☐ 2. Full-time

P. Indicate your overall grade point average at the transfer institution (based on a 4-point scale).

69
- ☐ 1. Less than 2.0
- ☐ 2. 2.0-2.4
- ☐ 3. 2.5-2.9
- ☐ 4. 3.0-3.4
- ☐ 5. 3.5 and over

Q. To what extent was your curriculum program at this community college related to your major at the transfer institution?

70
- ☐ 1. Directly related
- ☐ 2. Somewhat related
- ☐ 3. Not related

R. How satisfied were you with your preparation for transfer?

71
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

S. How many credit hours earned at this community college were not accepted at the transfer institution?

| | No. Credits Lost | Reasons |
|---|---|---|
| 72 | _____ | None |
| 73-74 | _____ | Low grades |
| 75-76 | _____ | Changed major/course not acceptable for program entered |
| 77-78 | _____ | Tried to transfer more than 64 credit hours |
| 79-80 | _____ | Other, please specify _____ |

THANK YOU FOR YOUR ASSISTANCE



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